

Principles for the Bidding, Operation and Management of Doctoral Training Centres



Scope

1. Any activity that results in the University granting an academic award is classed as learning and teaching. For this reason, the University must assure itself and others, most notably the Quality Assurance Agency (QAA), of the standards of its awards and the quality of the learning opportunities provided. These principles acknowledge that ULTSEC is the University committee governing learning and teaching, and that ULTSEC has authority over all educational activities.
2. The principles apply to all doctoral training funding routes, including externally funded doctoral training schemes and internally funded schemes that operate in the form of Doctoral Training Centres. The principles apply to collaborative schemes regardless of whether Newcastle is the lead institution or not.
3. For clarity, although the bidding and approval principles will not apply in all cases (e.g. for internally funded schemes, or where external funding is allotted via an algorithm), the governance and student support principles apply in all cases. Where the applicability of these principles is unclear, the relevant Postgraduate Dean should be consulted and would exercise final discretion.

Principles Underpinning Bidding and Approval

4. Postgraduate Deans or their nominees should serve as the institutional leads for all doctoral training bids to ensure that there is oversight of the current and potential portfolio, the University's recruitment of and responsibilities to students, the University's affiliation with other universities, and any cross-School/Institute/Faculty programme delivery.
5. Postgraduate Deans should appoint an appropriate academic lead (principal investigator) for each bid. Deans of Research should be consulted in the appointment of these academic leads. Honorary staff may lead on bids, but in these instances there must also be a named co-investigator. Where appropriate, Postgraduate Deans may serve as academic leads.
6. All doctoral training bids must go through the Initial Proposal Template (IPT) process. This will ensure that the relevant Head(s) of School/Director(s) of Institute have indicated support for the bid, and that the Pro-Vice-Chancellor for Learning and Teaching (PVC L&T) has approved preparation of the bid on behalf of the University. If an IPT is approved with conditions at any point in the process, then these conditions must be met before the full bid is submitted.
7. If a doctoral training bid will involve the contribution of other HEIs to taught (credit-bearing) content, or lead to a joint or dual award, then the potential partner university/universities must be approved by the Educational Partnerships Sub Committee (EPSC) in accordance with the University's Educational Partnerships Policy.
8. All doctoral training bids must be approved by the PVC L&T prior to being submitted. All financial commitments (e.g. matching funding, additional funding for training, cross-Faculty provision) should be agreed collectively and in advance.
9. All successful doctoral training awards should be reviewed by Research and Enterprise Services (RES) L&T, which shall consider the award terms and conditions, award value and collaboration arrangements, if any,

prior to making a recommendation to the PVC L&T. Doctoral training awards shall only be approved for acceptance by the PVC L&T.

10. Research and Enterprise Services (RES) L&T will ensure that all appropriate collaboration agreements are agreed and signed as quickly as possible and in advance of the first intake of students.
11. Research outputs arising will be recognised and included in the REF returns where eligible.
12. New academic programmes resulting from doctoral training awards must go through the normal University programme approval process before students can be recruited.

Principles Underpinning Governance

13. Once the University has received confirmation of a successful doctoral training award or allocation, the relevant Postgraduate Dean shall appoint and/or confirm a DTP/CDT/DTC Director. The Director may or may not have been the academic lead in the bid stage.
14. The Director is responsible for the day-to-day operation of the DTP/CDT/DTC. The governance arrangements for individual DTP/CDT/DTCs will reflect the requirements of individual Research Councils, but normally the Director and Postgraduate Dean will establish a DTP/CDT/DTC Management Committee.
15. The DTP/CDT/DTC Management Committee should normally meet at least twice a year and initially within 4 weeks of the start of the DTP/CDT/DTC contract. The committee will have oversight of the quality of Doctoral training and the selection of students. DTP/CDT/DTCs led by other institutions, and with small numbers of Newcastle-registered students, may share a Management Committee.
16. DTP/CDT/DTC Management Committees should normally have a minimum membership as follows: the Director(s), the relevant Postgraduate Dean, representation from all relevant subjects and Schools (e.g. PGR Directors/Institute PGR Coordinators), relevant Faculty PGR training leads, and at least one PGR student representative. If the doctoral training involves more than one Faculty, then Postgraduate Deans should be consulted about appropriate representation from outside the host Faculty on the Management Committee.
17. The DTP/CDT/DTC Management Committee will be responsible for reporting to the relevant Research Council in cases where Newcastle is the DTP/CDT/DTC lead and will report at least once a year to Graduate School Committee (GSC). GSCs should report annually to Faculty Executive Boards (FEBs) and the Postgraduate Research Sub-Committee (PGR-ULTSEC), which will report in summary to ULTSEC.
18. All DTP/CDT/DTC Directors will become members of the relevant Faculty GSC.
19. Competitions for the award of studentships on behalf of DTP/CDT/DTCs should be conducted in accordance with University policy on admissions, where awards are made in an open, fair and equitable manner on the basis of academic ability, relevant experience and, where relevant and/or required by funding bodies, the applicability of strategic research themes.
20. All DTP/CDT/DTCs will be integrated into annual Quality Assurance and Enhancement Framework (QAEF) reports and periodic visits of the School(s)/Institute(s) in which the DTP/CDT/DTC students are registered (see also Student Support Principle 1 below). All Schools/Institutes that are involved in the doctoral training provision should respond to the relevant question in the annual QAEF report, and QAEF visits will include discussions of doctoring training provision wherever students are registered to the School/Institute under review.
21. PGR-ULTSEC will organise an annual meeting of all the Directors of DTP/CDT/DTCs to share good practice and to ensure that the operation of individual DTPs/CDT/DTCs is consistent across the institution.

Principles Underpinning Student Support

22. All Newcastle students recruited to a DTP/CDT/DTC should be registered to a specific School/Institute. Schools/Institutes are responsible for ensuring that all Code of Practice requirements are met, including Learning Agreements, Project Approvals, and Annual Progression. The School/Institute PGR Director/Coordinator has responsibility for knowing which students belong to DTP/CDT/DTCs and for promoting equality of opportunity for all students in the School/Institute.
23. All University participation in DTP/CDT/DTCs should work to enhance provision for the wider body of postgraduate research students, within the remit and resource capacities of the doctoral training scheme. Where possible, research training should be made available to the wider student cohort, and resources and facilities should enhance the wider student experience. The relevant Postgraduate Deans have ultimate responsibility for determining what may be possible and appropriate in particular cases.
24. All DTP/CDT/DTC student fee payments and stipends should be processed by the relevant Graduate School Administrators, liaising with Faculty accountants as required, in line with processes already in place for all postgraduate research students.
25. For monitoring and reporting purposes, all records for students recruited to a DTP/CDT/DTC should have a flag that allows them to be efficiently and accurately distinguished for reporting purposes from other students registered to the School/Institute.

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This document is primarily intended for:	PGR Directors; Graduate School Administrators; academic unit research administrators; PGR student representatives
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